

Missouri Department of Elementary and Secondary Education

Special Education State Profile

2024-25

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>. SPP Indicator data are noted as "SPP #" in this profile.

The purpose of this profile is to:

- a. Provide information to the public about the performance of the state and districts on the SPP Indicators.
- b. Address other outcome measures for students receiving special education services.

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile; however, most of the data are reported by the LEAs directly to the Department.

See the link below for the Special Education Profile Review Guide

<https://dese.mo.gov/media/pdf/missouri-state-profile-review-guide>

**Questions? Please contact the Special Education - Data Coordination at 573-751-7848
speddata@dese.mo.gov.**

Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2022-23	2023-24	2024-25
Child Count	11,735	12,609	12,846

*Source: District reported data via MOSIS Student Core (December cycle)

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2022-23		2023-24		2024-25	
		#	%	#	%	#	%
<i>In the regular early childhood program:</i>		5,557	47.4%	5,994	47.5%	6,151	47.9%
♦ 10+ hours with majority of sped services in:	EC Program*	2,762	23.5%	2,834	22.5%	2,993	23.3%
	Other location	2,177	18.6%	2,406	19.1%	2,412	18.8%
♦ less than 10 hours with the majority of sped services in:	EC Program*	201	1.7%	228	1.8%	233	1.8%
	Other location	417	3.6%	526	4.2%	513	4.0%
Separate Class**		5,184	44.2%	5,658	44.9%	5,671	44.1%
Separate School**		169	1.4%	135	1.1%	149	1.2%
Residential Facility**		1	0.0%	0	0.0%	0	0.0%
Home (SPP 6C)		87	0.7%	92	0.7%	73	0.6%
Service Provider location		737	6.3%	730	5.8%	802	6.2%
Total Early Childhood		11,735	100.0%	12,609	100.0%	12,846	100.0%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		2,963	25.2%	3,062	24.3%	3,226	25.1%
Total separate placement** (SPP 6B)		5,354	45.6%	5,793	45.9%	5,820	45.3%

Source: District reported data via MOSIS Student Core (December cycle) Percentage = Educational Environment / Total Educational Environment

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2020-21	2021-22	2022-23	2023-24	2024-25
Number referred and eligible	508	598	742	590	586
IEPs developed within acceptable timelines	497	585	731	579	581
Percent developed within acceptable timelines	97.8%	97.8%	98.5%	98.1%	99.1%

Note: Data are collected from districts in the year prior to Monitoring review

Early Childhood Outcome Data (SPP 7)

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

Outcomes:		Social Emotional Skills		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
2024-25 School Year		#	%	#	%	#	%
Percent of children who							
a. did not improve functioning		151	3.3%	115	2.5%	132	2.9%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers		74	1.6%	56	1.2%	70	1.5%
c. improved functioning to a level nearer to same-age peers but did not reach		3,221	69.8%	3,229	70.0%	2,791	60.5%
d. improved functioning to reach a level comparable to same-aged peers		952	20.6%	1,039	22.5%	1,361	29.5%
e. maintained functioning at a level comparable to same-aged peers		218	4.7%	177	3.8%	262	5.7%
Total		4,616	100.0%	4,616	100.0%	4,616	100.0%

Summary Statements

1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited	94.9%	96.1%	95.4%
2. Percent of children who were functioning within age expectations by the time they exited.	25.3%	26.3%	35.2%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

Child Count and Educational Environment Data**Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)**

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2024-25
Intellectual Disability	7,204	33	0.84%
Emotional Disturbance	6,159	17	0.72%
Speech Impairment	11,698	896	1.37%
Language Impairment	10,954	123	1.28%
Orthopedic Impairment	306	4	0.04%
Visual Impairment	461	13	0.05%
Hearing Impairment	979	27	0.11%
Specific Learning Disabilities	30,158	489	3.52%
Other Health Impairment	27,978	401	3.27%
Deaf/Blindness	19	1	0.00%
Multiple Disabilities	1,220	10	0.14%
Autism	18,264	189	2.13%
Traumatic Brain Injury	353	4	0.04%
Young Child w/ Developmental Delay	3,481	65	0.41%
Total	119,234	2,272	13.93%

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1
Incidence rate = Total / K-12 district enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2022-23		2023-24		2024-25	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	65,375	56.5%	66,862	56.5%	66,857	56.1%
Inside Regular Class 40-79%	33,959	29.3%	34,155	28.9%	34,511	28.9%
Inside Regular Class <40% (SPP 5B)	10,445	9.0%	10,961	9.3%	11,321	9.5%
Private Separate (Day) Facility*	954	0.8%	1,051	0.9%	1,136	1.0%
Public Separate (Day) Facility*	1,404	1.2%	1,556	1.3%	1,465	1.2%
Homebound/Hospital*	753	0.7%	752	0.6%	782	0.7%
Private Residential Facility*	5	0.0%	10	0.0%	50	0.0%
Correctional Facility	71	0.1%	98	0.1%	77	0.1%
Parentally Placed Private School	1,978	1.7%	2,076	1.8%	2,272	1.9%
State Operated Separate School [^]	816	0.7%	754	0.6%	764	0.6%
Total School Age	115,760	100.0%	118,275	100.0%	119,235	100.0%
Total of Separate Placements* (SPP 5C)	3,932	3.4%	4,123	3.5%	4,197	3.5%

Source: District reported data via MOSIS Student Core (December cycle)

**Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

[^]This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories

School Year: 2024-25	White %	Black %	Hispanic %	Asian %	Am Indian%	Pacific%	Multi%	Total %
Total Enrollment (K-12)	67.0%	15.3%	9.0%	2.2%	0.4%	0.4%	5.8%	100.0%
Total IEP Child Count (3-21)	66.6%	17.9%	7.7%	1.2%	0.4%	0.3%	6.0%	100.0%
Intellectual Disability	59.1%	27.0%	7.2%	1.4%	0.3%	0.4%	4.6%	100.0%
Emotional Disturbance	63.5%	22.6%	5.6%	0.4%	0.2%	0.1%	7.6%	100.0%
Speech/Language Impairment	67.7%	16.0%	8.9%	1.2%	0.4%	0.3%	5.5%	100.0%
Specific Learning Disability	65.9%	18.5%	8.7%	0.4%	0.5%	0.2%	5.8%	100.0%
Other Health Impairment	71.6%	15.5%	5.3%	0.7%	0.4%	0.1%	6.3%	100.0%
Autism	63.3%	18.0%	8.6%	3.1%	0.3%	0.4%	6.3%	100.0%

Source: District reported data via MOSIS Student Core

Student Assessment Data**Missouri Assessment Program (IEP MAP and MAP-Alternate)**

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part Rate	Percent Top Two	Acct	Rept	Number Top Two	Part Rate	Percent Top Two
2024-25 - IEP MAP and MAP-A										
	English Language Arts						Mathematics			
3	9,852	9,778	1,471	99.2%	15.5%	9,849	9,770	1,410	99.2%	15.1%
4	10,459	10,383	1,612	99.3%	15.6%	10,449	10,374	1,665	99.3%	16.3%
5	10,387	10,323	1,559	99.4%	14.3%	10,380	10,311	1,233	99.3%	11.9%
6	10,142	10,043	1,271	99.0%	11.9%	10,135	10,027	1,341	98.9%	13.2%
7	9,844	9,761	1,163	99.2%	12.0%	9,828	9,738	1,219	99.1%	11.1%
8	9,051	8,917	914	98.5%	10.6%	8,878	8,733	825	98.4%	9.3%
HS	8,349	8,225	1,385	98.5%	15.7%	9,056	8,871	1,280	98.0%	11.0%
3-5	30,698	30,484	4,642	99.3%	15.2%	30,678	30,455	4,308	99.3%	14.1%
6-8	18,895	18,678	2,077	98.9%	11.1%	18,706	18,471	2,044	98.7%	11.1%
All	68,084	67,430	9,375	99.0%	13.9%	68,575	67,824	8,973	98.9%	13.2%
2023-24 - IEP MAP and MAP-A										
	English Language Arts						Mathematics			
3	9,560	9,484	1,471	99.2%	15.5%	9,557	9,481	1,432	99.2%	14.7%
4	10,161	10,081	1,582	99.2%	15.6%	10,152	10,075	1,648	99.2%	15.4%
5	10,316	10,222	1,464	99.1%	14.3%	10,310	10,216	1,223	99.1%	12.5%
6	10,100	10,024	1,199	99.2%	11.9%	10,099	10,019	1,326	99.2%	12.6%
7	9,273	9,150	1,104	98.7%	12.0%	9,254	9,130	1,020	98.7%	10.4%
8	9,407	9,248	982	98.3%	10.6%	9,234	9,060	848	98.1%	9.0%
HS	8,336	8,183	1,284	98.2%	15.7%	8,879	8,694	956	97.9%	11.0%
3-5	30,037	29,787	4,517	99.2%	15.2%	30,019	29,772	4,303	99.2%	14.5%
6-8	28,780	28,422	3,285	98.8%	11.6%	28,587	28,209	3,194	98.7%	11.3%
All	67,153	66,392	9,086	98.9%	13.7%	67,485	66,675	8,453	98.8%	12.7%
2022-23 - IEP MAP and MAP-A										
	English Language Arts						Mathematics			
3	9,305	9,249	1,468	99.4%	15.8%	9,306	9,241	1,364	99.3%	14.7%
4	9,948	9,873	1,456	99.2%	14.7%	9,943	9,860	1,524	99.2%	15.4%
5	10,165	10,104	1,518	99.4%	15.0%	10,164	10,106	1,270	99.4%	12.5%
6	9,543	9,455	1,090	99.1%	11.5%	9,541	9,448	1,198	99.0%	12.6%
7	9,725	9,593	1,107	98.6%	11.5%	9,716	9,575	1,000	98.5%	10.4%
8	9,213	9,085	1,039	98.6%	11.4%	9,009	8,860	800	98.3%	9.0%
HS	8,366	8,218	1,408	98.2%	17.1%	8,682	8,497	1,036	97.9%	12.2%
3-5	29,418	29,226	4,442	99.3%	15.2%	29,413	29,207	4,158	99.3%	14.2%
6-8	28,481	28,133	3,236	98.8%	11.5%	28,266	27,883	2,998	98.6%	10.8%
All	66,265	65,577	9,086	99.0%	13.9%	66,361	65,587	8,192	98.8%	12.5%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: High school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2020-21	2021-22	2022-23	2023-24	2024-25
Number evaluated	4,844	6,441	7,093	5,700	5,725
Number within acceptable timelines	4,768	6,347	7,004	5,650	5,636
Percent within acceptable timelines	98.4%	98.5%	98.7%	99.1%	98.4%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2020-21	2021-22	2022-23	2023-24	2024-25
Total Responses	5,810	7,193	8,611	7,310	7,310
Number Agree/Strongly Agree	4,271	5,256	6,216	5,272	5,272
% Agree/Strongly Agree	76.7%	73.5%	73.1%	72.2%	72.1%

Source: Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

Suspension/Expulsion Data (SPP 4A / 4B)

School Year 2024-25	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	13,644	10.3	38,691	5.1	2.04
OSS > 10 Days	2,641	2.0	6,772	0.9	2.26
ISS - All	15,347	11.6	55,293	7.2	1.61
ISS > 10 Days	1,087	0.8	2,725	0.4	2.31
Total OSS and ISS	22,616	17.1	77,104	10.1	1.70
Incident Counts					
OSS - All	28,596	21.7	64,967	8.5	2.55
OSS > 10 Days	2,858	2.2	7,242	0.9	2.28
American Indian	15	3.0	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		3.13
Asian	6	0.4			0.38
Black	1,114	4.7			5.01
Hispanic	152	1.5			1.56
Multi Racial	232	2.9			3.05
Pacific Islander	7	2.1			2.18
White	1,332	1.5			1.60
ISS - All	35,243	26.7	107,737	14.1	1.89
ISS > 10 Days	1,143	0.9	2,832	0.4	2.33
Total OSS and ISS	63,839	48.3	172,704	22.6	2.14

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5K-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Note: The ratios for the racial/ethnic groups use the nondisabled OSS>10 days for all races as the comparison group

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data	2022-23	2023-24	2024-25
Number of students with disabilities who graduated	6,802	7,039	7,199

Graduation Cohort data / rates	4yr Rate	5yr Rate	6yr Rate	7yr Rate
2025 Cohort	2025	2026	2027	2028
Total Cohort Graduates	6,602			
Total Cohort	8,054			
Graduation Rate	82.0%	NA	NA	NA
2024 Cohort	2024	2025	2026	2027
Total Cohort Graduates	6,425	6,604		
Total Cohort	7,901	7,854		
Graduation Rate	81.3%	84.1%	NA	NA
2023 Cohort	2023	2024	2025	2026
Total Cohort Graduates	6,065	6,267	6,329	
Total Cohort	7,646	7,568	7,561	
Graduation Rate	79.3%	82.8%	83.7%	NA
2022 Cohort	2022	2023	2024	2025
Total Cohort Graduates	6,023	6,257	6,330	6,386
Total Cohort	7,686	7,588	7,572	7,560
Graduation Rate	78.4%	82.5%	83.6%	84.5%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

Dropout data - grades 9-12 only	2022-23	2023-24	2024-25
Total number of students with disabilities grades 9-12	40,633	40,569	40,468
Number of students with disabilities who dropped out 9-12	779	710	696
Dropout rate for students with disabilities grades 9-12	1.9%	1.8%	1.7%

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core (June Cycle) / Enrollment and Attendance

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2020-21	2021-22	2022-23	2023-24	2024-25
Total Reviewed	687	683	755	621	724
Number Met	609	588	648	551	647
Percent Met	88.6%	86.1%	85.8%	88.7%	89.4%

Note: Data collected from districts in year prior to monitoring review

Secondary Transition Data**Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)**

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

<i>Follow-up reported during the 2024-25 School Year</i>	Graduates		Dropouts		Total	
	#	%	#	%	#	%
(1) 2 YR College (completed at least one term)	1,084	16.6%	1	0.5%	1,085	16.1%
(2) 4YR College (completed at least one term)	722	11.0%	2	0.9%	724	10.7%
(3) Non College (completed at least one term)	248	3.8%	10	4.7%	258	3.8%
(4) Advance Training	111	1.7%	3	1.4%	114	1.7%
(5) Employed (Competitively) (at least 20 hrs per week for 90 days)	2,695	41.2%	97	45.3%	2,792	41.3%
(6) Employed (Not Competitively) (at least 20 hrs per week for 90 days)	148	2.3%	4	1.9%	152	2.2%
(7) National /Community Service / Peace Corps	7	0.1%	0	0.0%	7	0.1%
(8) Military	107	1.6%	1	0.5%	108	1.6%
(9) Other	740	11.3%	69	32.2%	809	12.0%
(10) Continuing Ed - did not complete one term	186	2.8%	3	1.4%	189	2.8%
(11) Employed - less 20 hrs per week or 90 days	497	7.6%	24	11.2%	521	7.7%
(12) Unknown	415		423		838	
(13) <i>Not Available</i>	62		3		65	
Total (excludes Not Available and Unknown)	6,545	100.0%	214	100.0%	6,759	100.0%
A. Enrolled in higher education*	1,806	27.6%	3	1.4%	1,809	26.8%
B. Enrolled in higher education or competitively employed*	4,608	70.4%	109	50.9%	4,709	69.7%
C. Total Employed / continuing Education*	5,122	78.3%	118	55.1%	5,240	77.5%

***Summary Calculations**

Source: District reported data via MOSIS February Follow-up

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (5) + (8)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6) + (7) + (8)]